

Pupil premium strategy statement 2025/26 to 2028/29 (reviewed annually)



JOSEPH HOOD PRIMARY SCHOOL PUPIL PREMIUM GRANT (PPG) STRATEGY

This statement details our school's use of the pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

What is Pupil Premium?

Pupil Premium funding supports the way Joseph Hood School can provide for key groups of pupils so they can achieve their full potential. The funding is used to provide a range of experiences and support for children to meet their needs. Some pupils require extra support and we use the Pupil Premium Grant to ensure that we can provide for this.

Information:

Pupil Premium funding is allocated each year. The funding is based on the number of children who are eligible in October and revised in January.

Children eligible for the Pupil Premium:

- ☐ Children eligible for Free School Meals at any time in the last 6 years. (Ever 6) / Looked After Children (LAC) / Reception children eligible for Free School Meals / forces children.

School overview

Detail	Data
School name	Joseph Hood Primary School
Pupils in school (October 2024 census)	316 - including Nursery (October 2025 census)
Proportion of disadvantaged pupils (October 2024 census)	72 pupils (this includes 2 Post-LAC and 7 EYPP in Nursery) 23.1%
Publish date	November 2025
Review date	September / October 2026
Statement authorised by	Anita Saville (Exec. Headteacher)
Pupil premium lead	Libby Wright (Head of School)
Governor lead	Harriet O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97,672 (2024-25 budget)

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Joseph Hood Primary School is a vibrant, nurturing, and ambitious community school with a hardworking, enthusiastic, and dedicated staff team. Guided by a well-established and experienced senior leadership team, we uphold a culture of high expectations, collective responsibility, and a commitment to ensuring children and staff are at the heart of every decision we make. Our ethos is rooted in “no excuses” when it comes to aspiration, inclusion, and the belief that every child can thrive.

At Joseph Hood, 23.1% of pupils are eligible for Pupil Premium funding. Many of our children face additional barriers to learning—including English as an Additional Language (EAL 47.9%), Special Educational Needs and Disabilities (SEND 24.9%), involvement with social care, low prior attainment, or responsibilities as young carers. Language development is a high priority: a significant number of pupils begin their education with limited vocabulary and communication skills, making early intervention essential.

High-quality teaching is central to our strategy. Research consistently shows that excellent classroom practice has the greatest impact on closing gaps and raising attainment. At Joseph Hood, we focus strongly on developing language in all its forms—vocabulary, oracy, speaking, and reading—while also providing targeted interventions for pupils who need additional support, both during and beyond the school day. Our curriculum is our children’s opportunity: it is deliberately designed to create a level playing field, promote equity, and improve life chances for all educationally disadvantaged pupils.

Our Pupil Premium and Early Years Pupil Premium funding is deployed strategically to:

- strengthen leadership capacity;
- upskill staff;
- secure consistently high-quality provision across all phases;
- enhance early language and communication through targeted interventions, high-quality resources, and interaction-rich environments.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking, writing and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum is our children’s opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

To ensure our strategy remains effective, all staff:

- Consistently challenge and support disadvantaged pupils to achieve ambitious outcomes.
- Act early when need is identified through assessment, tracking, and pupil progress monitoring.
- Maintain an accurate understanding of attainment, progress, and individual barriers to learning.
- Plan high-quality lessons tailored to the needs of all pupils.
- Moderate learning regularly and adapt teaching promptly to close gaps.
- Track attendance carefully and address patterns of persistent or severe absence.
- Build strong, positive relationships with families to enhance engagement and well-being.
- Promote resilience, independence, and emotional development so every child feels valued, confident, and capable.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team plays a significant role in evaluating progress through ongoing, and crucially, supportive monitoring processes, alongside strategic tracking of data.

Our curriculum ensures pupils develop deep, broad knowledge; communicate clearly; think critically; and experience a wide range of enrichment opportunities. From learning musical instruments to taking on leadership roles, pupils grow in confidence, aspiration, and a sense of belonging.

Through this strategy, Joseph Hood Primary School ensures that no child is left behind. Every pupil—whatever their starting point—is empowered to thrive academically, socially, and personally, leaving us as a fluent reader, confident writer, capable mathematician, and motivated, lifelong learner.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1. <ul style="list-style-type: none">- On entry to Nursery in 2025, 25% of pupils were assessed as on track in speaking.- In September 2025, 44% of our disadvantaged pupils were at age related expectations in speaking baseline when they entered Reception. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.

2.	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all our children to work with high quality, expert practitioners daily- Quality First Teachers. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.</p> <p>2025 data continues to show a gap between PP pupils and NPP in reading, writing and maths in Early Years and KS2.</p> <p>WRITING: Assessments and pupil outcomes suggest that the disadvantaged pupils have greater difficulty in attaining expected and the higher scores across the school in Writing - particularly at Greater Depth</p> <p>MATHS: End of KS2 outcomes saw the gap widen between PP and non-PP pupils.</p>
3.	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time.</p> <p>Our overall attendance in 2024/25 was 95.2 %, currently attendance for 2025/26 is 96.4% (15.12.25)</p> <p>ATTENDANCE: The current school attendance data outlines:</p> <ul style="list-style-type: none"> • The Disadvantaged cohort's Overall Absence is 96% • 10.3% of the school's Disadvantaged cohort are persistently absent • School's severe absence child is from the disadvantaged group 0.5% <p>This area of concern remains a priority and school is vigilant with the monitoring of absence.</p>
4.	<p>Observations demonstrate that the emotional needs of some of our disadvantaged pupils require support and intervention to enable them to be ready for learning.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved reading and writing attainment for disadvantaged pupils at the end of EYFS & KS2.</p>	<ul style="list-style-type: none"> ● End of KS2 Reading and writing outcomes in 2026/27 are consistently in line with or above the National, London and Borough averages. ● GLD outcomes in 26/27 are consistently in line or above national and borough. ● The gap narrows between PP and NPP, or at least does not widen.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained, improving attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> ● The percentage of disadvantaged pupils who are persistently absent being inline or below current national average. ● Unauthorised disadvantaged attendance is in line with the current national data
<p>Disadvantage pupils have further opportunities to attend activity clubs after school and specific enrichment activities</p>	<ul style="list-style-type: none"> ● Those pupils who are at a disadvantage will all attend at least one after school club during the week to support their wider development and enrichment ● Those pupils who are pupil premium will attend a range of local authority sporting events throughout the academic year to support their wider opportunities and development ● Educational visits will be chosen to ensure they deepen the learning experiences and develop the knowledge of all pupils ● All PP children will have experienced at least 1 residential visit in their time at Joseph Hood Primary School. ● Improved cultural capital – readiness for life. ● Increased engagement from PP pupils.
<p>To achieve and sustain improved wellbeing and SEMH support for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by end of 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● A continued increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Increased engagement of parents / carers of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Parents become more confident when supporting their own children’s learning at home. ● Increased percentage at parents attending the workshops. ● Increased percentage attendance at Parent evenings.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overarching all strategies/activities: <i>*Continue to partially fund the Curriculum lead out of class role and provide daily opportunities for internal skills sharing/modelling/ coaching/collaborative planning with phase leads, subject leads, experienced teachers and our literacy leads.</i> <i>*Fund cover for teachers to be released to share their best practice in language development, reading, writing.</i></p>	<p>Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation https://evidencebased.education/great-teaching-toolkit-cpd/</p>	ALL
<p><i>In Year 6, academic Booster sessions for all pupils; targeting the PP pupils ensuring they attend.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted teaching and learning supports the academic performance of all pupils - School performance indicators 2025/26 <input type="checkbox"/> Booster to address the widening gap in maths between PP and non-PP pupils 	2
<p><i>Targeted writing 1:1 conferencing to ensure Disadvantaged pupils start achieving Greater Depth – working towards diminishing the gap.</i></p> <p><i>Increase parental engagement from the disadvantaged group.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal coffee mornings for parents to come in and discuss ways in which they can engage with their child's learning. <input type="checkbox"/> Improve Quality First Teaching of writing. <input type="checkbox"/> CPD to embed The Writing Revolution structure to teaching sentence structure. <input type="checkbox"/> Increase the % of our Disadvantaged children achieving the Higher Standard (HS) or Greater Depth (GDS) in Reading, writing and mathematics. <input type="checkbox"/> Use of SEMH worker and an ELSA/Parent Liaison to support with engagement of families from the disadvantaged group. 	5

<p><i>Release of Phonics Lead during daily phonics sessions to monitor consistency, model and coach high quality teaching.</i></p> <p><i>Update all staff with training to teach Read Write Inc- a systematic, synthetic phonics programme.</i></p> <p><i>Pilot a new Fisher Family Trust intervention- The Lightning Squad. Release 2 support staff to be trained in delivery.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF <input type="checkbox"/> Improve Quality First Teaching of reading and phonics skills. <input type="checkbox"/> Parental engagement- Provide Parent workshops for how they can support at home. <input type="checkbox"/> Use SiMS data analysis and national data to ensure that the correct children are targeted with interventions. <input type="checkbox"/> Encourage volunteers to come into school as a reading support. <input type="checkbox"/> Monitor phonics data closely – particularly the PP group. <input type="checkbox"/> TA to deliver targeted interventions: FFT The Lightning Squad. https://fft.org.uk/literacy/catchup/ <input type="checkbox"/> Cost of a set of books per PP child. <input type="checkbox"/> EEF Reading comprehension strategies research <input type="checkbox"/> EEF Phonics strategies research <input type="checkbox"/> Literacy Trust Research – December 2021- Reluctant Girls Readers. <input type="checkbox"/> Phonics and Early Reading skills in Early Years and Key Stage 1. Replenishing books required. <input type="checkbox"/> Train and embed further any phonics interventions- NELI <input type="checkbox"/> High quality texts being used for ALL pupils during Guided Reading sessions and quality first teaching of reading and phonics. <input type="checkbox"/> Teacher's pedagogy for teaching of writing is current. Training is thorough and up to date. 	1
<p><i>Year 6 Pupils (40 in the cohort) to be taught in small groups by 3 teachers + TA for core lessons 3 mornings a week to improve outcomes.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> From January 2026, Targeted teaching in smaller groups of pupils impacts the achievements of all pupils in English and Mathematics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/educing-class-size 	2
<p><i>Identification of other pupils / pupil groups who may be disadvantaged however they are not entitled to PPG. (ie, Pupils on CP/CIN, young carers, etc.)</i></p> <p><i>Identify pupils with more than one indicator / barrier to their learning.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to use MyConcern safeguarding software in school – ensuring all staff members log concerns around children promptly. Immediate / appropriate actions can then be taken. <input type="checkbox"/> CP/CIN pupils provided with ELSA sessions; (Emotional Learning Support). <input type="checkbox"/> Involvement of other external services to support; School Nurse, Young Carers, CAMHS, etc <input type="checkbox"/> Targeted interventions and support linked to EHCP / School Support Plan targets. 	3 4

Early Years Pupil Premium (EYPP)

Number of EYPP pupils: 6

Total EYPP funding: £10,500

<p>Planned use of EYPP:</p> <ul style="list-style-type: none"> • Additional adult support for language modelling- targeting EYPP group- providing additional 'focused' language activities. • Parent workshops, coffee mornings and stay-and-play sessions • High-quality language resources and texts • CPD for staff- language development, high quality language interactions, continuous provision and language rich environment • Use of Merton EYs advisory service • Support for transition to get pupils 'Reception ready'. 	<p>Intended outcomes:</p> <ul style="list-style-type: none"> • Improve Communication & Language outcomes from this pupil group. 100% making good or better progress • Narrow gap between EYPP and non-EYPP by at least 20% by the end of Nursery • Increased parental engagement- 100% of EYPP parents attending workshops, stay and plays, parents evenings and coffee mornings • Improved attendance of EYPP children- above 95%
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a high quality, language rich environment with:</p> <ul style="list-style-type: none"> - Quality staff who are trained in how to provide language rich environments and opportunities for ALL 	<p>Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation</p> <p>https://evidencebased.education/great-teaching-toolkit-cpd/</p>	ALL
<p>Increase % of pupils in EYFS achieving GLD - focus on those PPG pupils who received EYPP in Nursery.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted Workshops for EYFS parents group- early reading and phonics, independence, language and communication. <input type="checkbox"/> Extra parent meetings / coffee mornings / stay and play sessions <input type="checkbox"/> Home visits for nursery pupils <input type="checkbox"/> Additional parent conferences mid-term for PP group. <input type="checkbox"/> Closer monitoring by SLT <input type="checkbox"/> https://educationendowmentfoundation.org.uk/early-years/pupil-premium <input type="checkbox"/> Accurate baseline and introduction of an end of Autumn term data point which can be analysed. 	1

How we measure impact

We carefully monitor the impact of EYPP funding through:

- Baseline assessments on entry to Nursery
- Ongoing observations and formative assessment
- Termly tracking of progress, particularly in Communication and Language
- Evaluation of intervention programmes
- Monitoring of the percentage of children who are Reception ready.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) and Teaching

Budgeted cost: £ 10,000 (approx- to include £7,200 for SEMH consultant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement of parents from this disadvantaged pupil group.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent workshops planned (Spring 2026) <input type="checkbox"/> Deployment of a Parent Liaison Officer who is a trusted adult. 	4
<p><i>Ensure disadvantaged (PP) group have the same opportunities as their peers.</i></p> <p><i>Increase aspirations for the disadvantaged group</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. ALL PP pupils will be invited to have the cost covered of one residential either in Year 4 or Year 6: trip plus possible clothing / accessories. <input type="checkbox"/> Target a child's cultural capital- self-organisation, motivation, confidence, concentration, aspiration and resilience; through use of PSHE, assemblies, 1:1 conferencing, theme days, sharing of personal experiences, and so on. <input type="checkbox"/> Cost of individual PP children attending ASC / BC <input type="checkbox"/> Increased aspirations for this group of pupils through the use of a Careers Days and involvement in 'The Brilliant Club'. <input type="checkbox"/> Additional 'cultural capital days' out for these pupils: eg, opera, theatre, galleries, businesses, etc. 	4

<p>Ensure good attendance and punctuality from the disadvantaged pupils group.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Close relationships built with the families, working together to promote attendance. <input type="checkbox"/> As a school, be aspirational and ensure the children understand the importance of coming into school daily. <input type="checkbox"/> Liaise with Children and Family Services if support is needed beyond the school gate. <input type="checkbox"/> Buy in extra Education Welfare Officer (EWO) support. <input type="checkbox"/> Silver awards- Breakfast of attendance of 96% or above or 100% attendance over 2 whole terms, and a book voucher for 100% for the whole year. 	<p>3</p>
<p>Continuing to develop emotional wellbeing support throughout the school in the form of ELSA and through an appointed SEMH specialist consultant. The support and approaches used will be to develop educational practice in school - supported by professional development and training for staff.</p> <p>Appointment of a Mental Health Lead and the development of a specific mental health triage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	<p>5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure PP group have the same opportunities as their peers.</p>	<ul style="list-style-type: none"> ● EEF Outdoor Adventure Learning linked to OPAL. (Outdoor Play and Learning) ● Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. ● Target a child's cultural capital- self-organisation, motivation, confidence, concentration, aspiration and resilience. 	<ul style="list-style-type: none"> ● 4 and 5

<p>Ensuring that disadvantaged pupils are taking part in wider opportunities - including school based clubs and sporting competitions across the school</p>	<ul style="list-style-type: none"> • Support families with costs involved with school meals, Uniform, stationary, After School Club (ASC) and Breakfast Club (BC). • https://www.gov.uk/government/news/package-to-level-up-opportunities-for-the-most-disadvantaged-pupils 	
<p>Embedding the zones of regulation across the school to support the emotional welfare and wellbeing of all pupils</p>	<ul style="list-style-type: none"> • https://zonesofregulation.com/research/ 	<ul style="list-style-type: none"> • 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<ul style="list-style-type: none"> • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	<ul style="list-style-type: none"> • 3
<p>SLT to conduct regular attendance meetings each Friday with parents - targeting the disadvantaged pupils where attendance falls into the persistent category - drawing up school / parent contracts where appropriate</p> <p>Use of the Education Welfare Officer to support with Persistent absenteeism and Severe absenteeism.</p>	<ul style="list-style-type: none"> • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. • EWO visits school every 3 weeks to support with referrals and fines/letters. • Weekly attendance updates in the parent newsletter so that parents and carers remain informed. • Parent contract meetings and parent support meetings. • Close monitoring of children falling below 95% 	<ul style="list-style-type: none"> • 3

Total budgeted cost: £ 100,000 (approx.)

Part B: Review of outcomes in the previous academic year

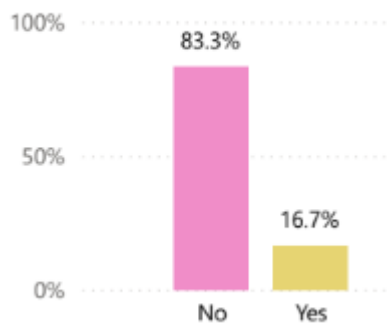
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 year.

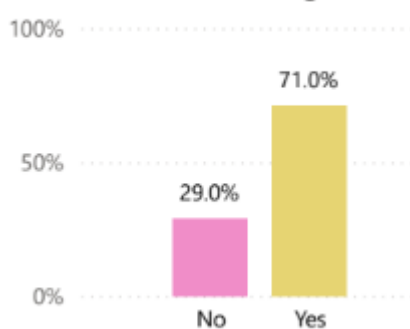
2025/26

Early Years GLD:

GLD - Disadvantaged

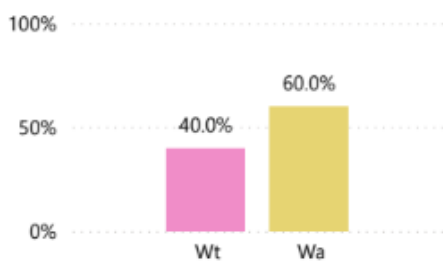


GLD - Non Disadvantaged

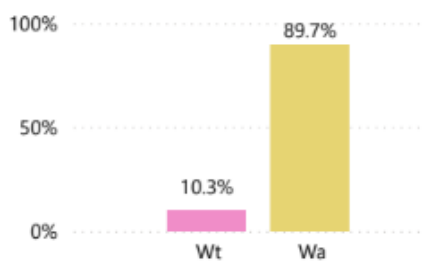


Year 1 Phonics Screening:

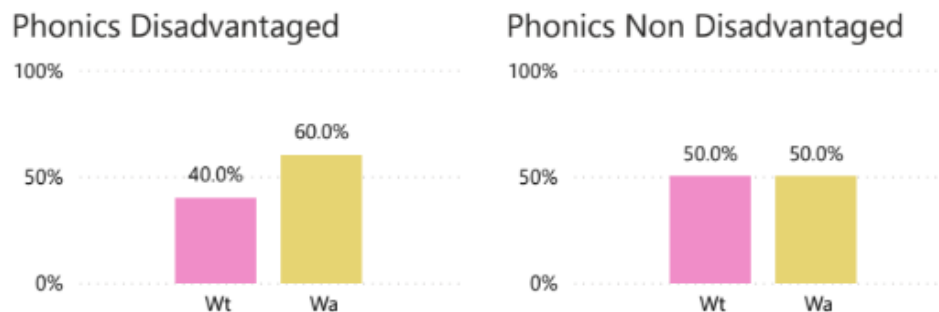
Phonics Disadvantaged



Phonics Non Disadvantaged



Year 2 phonics re-check



By Year 2, the gap diminishes. From 29.75 in year 1 to 10% in Year 2.

Key Stage 2 outcomes:

	Reading % AS	Reading % HS	Writing % AS	Writing % GDS	Maths % AS	Maths % HS
Disadvantaged	75.0	16.7	25.0	8.3	41.7	25.0
Non Disadvantaged	87.2	43.6	79.5	12.8	97.4	43.6

Summary of 25/25

- Increased number of PPG children in Year 6 attended the residential
- Year 6 taught in 3 groups for core subjects ensured that children remained engaged in their learning and there were less behaviour concerns from their previous academic year. Noticeable change in attitudes towards learning and improved Learning Behaviours.
- 100% of PPG pupils who requested one- attending after school activity clubs. PPG pupils invited to French, multi-sports and homework clubs
- Parent workshops had an increase in attendance.
- 60% of disadvantaged group in Year 1 achieved Phonics. This was an increase of 16% from the previous year.
- 16.7% EY's Disadvantaged group achieved GLD at the end of EYFS. These children must be monitored closely and enabled to 'catch-up' in Year 1. This must be a priority for 2025/26 (9 pupils = 23% of the cohort)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Early Language Intervention programme
Time Tables Rockstars	
Toe by Toe	
Power of 1 and 2	
Communicating Print	Widgit
Maths Champions- scale-up evaluation (pilot)	EEF pilot- https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-champions-subsidised-programme
EEF Reading Fluency Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial	The Lightening Squad- Fisher Family Trust-EEF Reading fluency pilot project
1:1 writing conferencing	Write Away Together

APPENDIX:

2025/26	2026/27	27/28
Provide good quality professional development to ensure Quality First Teaching for all pupil groups	Provide good quality professional development to ensure Quality First Teaching for all pupil groups.	Provide good quality professional development to ensure Quality First Teaching for all pupil groups.
Recruitment and retention.	Recruitment and retention.	Recruitment and retention.
Support for 3 early career teachers (ECT's)	Work with Early Help and Merton wellbeing service	
Structured interventions – Reading and writing focus with a focus on Greater Depth Structured interventions- <ul style="list-style-type: none"> ● Phonics, ● Reading Fluency Project 	Review reading fluency in Y3 and 4	
Welfare / well-being support for PP and CP/CIN children	Continue to have emotional learning support available	
Pupils engaging in off-site visits and residential. Review yearly- what were the costs / impact, etc?	Pupils engaging in off-site visits and residential. Additional cultural capital opportunities for our disadvantaged groups.	
3 ELSAs being supported– EYFS and KS2 and SEMH consultant working with pupils in need of emotional support and with staff.		

Starting an aspirations group for our disadvantaged groups-The Brilliant Club.		
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